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Information

Professional Services Committee

Draft Revised Standards for the Reading Certificate and Reading and Language Arts Specialist Credential Programs

Executive Summary: This agenda item presents the draft revised standards for the Reading Certificate and Reading and Language Arts Specialist Credential Preparation Programs.

Recommended Action: For information only

Presenter: Rebecca Parker, Consultant,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

October 2009

Draft Revised Standards for the Reading Certificate and Reading and Language Arts Specialist Credential Programs

Introduction

This agenda item presents the draft revised standards for Reading Certificate and Reading and Language Arts Specialist Credential programs. The draft revised standards (Appendix A) are the work of an advisory group of reading specialists, faculty representatives from the California State University and University of California systems, faculty from the private colleges association, and representatives from professional associations. The list of individuals on the Reading Advisory Panel is included as Appendix B.

Background

The current Reading Certificate and Reading and Language Arts Specialist Credential Program Standards (Appendix C) were updated in August 1999 and were aligned with the previous Multiple and Single Subject Teacher Preparation Program Standard 7, the *1997 K-12 English–Language Arts Content Standards*, and the draft *1999 K-12 Reading/Language Arts Framework*. These documents have been superseded by the recently adopted Multiple and Single Subject Teacher Preparation Program Standards 7A, 7B, and 8B(d); the newly adopted Reading Instruction Competence Assessment (RICA) (<http://www.rica.nesinc.com/>) content specifications; and the new K-12 Reading/Language Arts (RLA) Framework (2007).

The Reading Advisory Panel first met on June 26-27, 2008. Following a hiatus, the panel resumed its meetings in November 2008. The panel met on a monthly basis between January 2009 and August 2009; some meetings were held remotely among pairs or trios of panel members to reduce time lost through travel.

Revised Standards

In crafting the draft revisions to the standards, the panel examined the documents identified above, with particular focus on the RICA content specifications. The panel also reviewed the International Reading Association (IRA) Reading Standards 2003 and draft 2010 standards.

To develop appropriate levels of candidate competence for the reading authorizations, the panel developed a continuum of knowledge and skills from the beginning multiple subject teacher to the Reading Certificate and then to the Reading and Language Arts Specialist Credential holder. The panel used the RICA specifications as a starting point to describe the baseline level of knowledge and skill for beginning multiple subject teachers in the area of teaching reading. The RICA content specifications were chosen as the baseline to ensure that people who complete the Reading Certificate program will be equipped to help classroom teachers by knowing more than classroom teachers know about the reading and literacy development process. The panel considered whether passage of RICA should be a prerequisite for the Reading Certificate program and decided that RICA passage 1) would not guarantee that all entering Reading Certificate candidates would have the same level of knowledge or skill, and 2) might deter some otherwise qualified and experienced teachers from pursuing the advanced training.

Early in the panel's deliberations, members agreed that the revised standards should reflect the reciprocal roles among reading, speaking, listening, and writing. In addition, panelists felt that reading experts should understand the value of cultivating a culture of literacy in which all activities of a school day, in all content areas, are infused with opportunities for students to practice using language by speaking, listening, reading, and writing. The culture of literacy must also be sensitive to, and support the language development of, all students by reflecting and honoring their home, ethnic, and linguistic cultures. Panelists also incorporated strategies for working with English Language learners, students with special needs (including students with cochlear implants), and Gifted and Talented Education (GATE) students into each curricular domain by providing greater specificity about what candidates will know and be able to do. Accordingly, the draft revised standards differ from the current standards in the following ways:

- Emphasis on developing skills to help candidates, their peers, and administrators create a culture of literacy in the classrooms, schools, and district;
- Greater emphasis on developing literacy skills for all students, including skills to support speaking and listening;
- Greater emphasis on developing abilities to support students' writing skills; and
- Greater specificity for skill development in content areas associated with literacy development (e.g., word analysis, comprehension).

In addition, in order to clarify the differences in preparation, knowledge, and authorization between the Reading Certificate and the Reading and Language Arts Specialist Credential, to clarify that an individual with a Reading and Language Arts Specialist Credential is not authorized to teach English, and to support the role of specialists in helping others create a culture of literacy, the panel is recommending slight name changes.

- Reading Certificate would be changed to the Reading Teacher Certificate.
- Reading and Language Arts Specialist Credential would be called the Reading and Literacy Specialist Credential.

Next Steps

After Commission discussion of the draft standards, staff will incorporate any suggested edits and distribute the draft proposed standards for public comment. Staff will utilize the PSD e-news and professional associations to gain broad input on the draft standards. Following the public comment period, the advisory panel will meet again, incorporate the comments as necessary, and submit the proposed standards to the Commission at its January 2010 meeting.

Appendix A

Draft Revised Standards for the Reading Certificate and Reading and Language Arts Specialist Credential Programs

Category A: Program Design

Standard 1

Program Design, Rationale, and Coordination

The preparation programs and their prerequisites include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences. The program includes a planned process for the comprehensive assessment of candidates that effectively prepare candidates to teach all PreK-12 students and to understand the challenges of developing literacy among California's diverse population. Successful candidates will be able to maximize literacy development for all students including struggling readers and English learners, as well as for those who are gifted and talented.

The design of these programs is based on a sound rationale informed by theory and research. The programs provide extensive opportunities for candidates to (a) demonstrate the basic knowledge and skills fundamental to supporting literacy; (b) to know and understand the foundations of creating a literate environment; (c) to develop pedagogical competence through coursework and fieldwork; (d) develop professional development and leadership skills.

Categories B: Curriculum and Fieldwork Standards

Standard 2

Creating a Culture of Literacy

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to create a culture of literacy considering the individual child, classroom, school, district, and community that honors and capitalizes on students' diversities. The program will include theory and research about the importance of ensuring that reading, writing, listening, and speaking are occurring throughout the day for all kinds of purposes and across a variety of contexts, the role of motivation in helping students toward more proficient literacy, and the importance of broad reading, both academic and recreational.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by standards in Category C.

Standard 3
Planning, Organizing, and Managing Literacy Instruction through
The use of On-going Assessment

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to understand the role of assessment as a critical link between the student and the instructional program. Assessment requires a variety of instruments (formative, on-going, and summative, both formal and informal) and reflective analysis.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by standards in Category C.

Standard 4
Curriculum

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to support all learners by understanding:

- The factors affecting word analysis skills in literacy development.
- The role of fluency in reading development, particularly comprehension, and factors that affect students' development of fluency.
- The role of language acquisition, vocabulary, academic language, and background knowledge in students' literacy development, including the critical role of independent reading at appropriate levels to promote language acquisition, vocabulary, academic language, and background knowledge.
- The factors affecting reading comprehension.
- The stages of spelling and writing development; the non-linear nature of the writing process; the reciprocal relationships among writing, reading, speaking and listening; and the value of writing in different formats for different purposes and audiences.

The program provides multiple opportunities for the candidates to learn and demonstrate the skills required by standards in Category C.

Standard 5
Professional development

The program provides in-depth knowledge, skills, and experiences that enable each candidate to develop an advanced professional perspective on reading and literacy development, curriculum, instruction, and assessment. The program provides specialized activities and effective experiences that promote leadership skills and foster the ongoing professional development of all candidates.

Standard 6
Integrating Theory with Practice

Fieldwork must be articulated with courses and include regular supervision by the instructor, professor or other designated personnel to ensure that candidates demonstrate the knowledge and skills identified in Standards 7 through 12. Each candidate in the program completes field experiences that relate to the candidate's professional goals; enable the candidate to integrate theory and practice; include work with beginning readers, English language learners, and students with reading difficulties; and provide opportunities to demonstrate and reinforce

knowledge and skills identified in the Candidate Competence Standards. The program places candidates at field sites where the instructional approaches and methods are consistent with a balanced comprehensive program of reading and language arts instruction. Institutional faculty and field-site faculty collaborate in program design and implementation

- A. The Reading Certificate candidate will be able to apply appropriate foundational knowledge and knowledge of instruction, differentiation and assessment when working with individuals and/or small groups of students at both early and intermediate levels of reading acquisition, one in primary grades and a second in 4th grade or higher, including the non-reader level and one or more higher levels. The candidate demonstrates the knowledge, understanding, and application of all elements of the curriculum defined in the Curriculum Standards through a comprehensive experience requiring the candidate to interpret the results of classroom assessments, including formative, on-going and summative, develop, implement instructional strategies based on results of the assessment, monitor and evaluate student progress.
- B. The Reading and Literacy Specialist Credential candidates will be able to apply appropriate foundational knowledge and knowledge of instruction, differentiation, and assessment when working at the grade, department, program, school, or district levels, and with students who have severe reading difficulties. The candidate demonstrates the knowledge, understanding, and application of all elements of the curriculum defined in the Curriculum Standards through a comprehensive experience requiring the candidate to interpret the results of individual and classroom assessments, including formative, on-going and summative, develop and implement instructional strategies based on results of the assessment, and monitor and evaluate individual student and classroom progress.

Category C: Candidate Competence/Assessment Standards

Standard 7

Creating a Culture of Literacy

- A. Reading Certificate candidates will plan, implement, and evaluate:
 - 1. The social and physical environments that foster and support online and offline reading and writing achievement to meet the diverse needs of students;
 - 2. Effective routines to support reading and writing instruction across the content areas;
 - 3. The effective use of instructional materials and technology;
 - 4. The practice of reading aloud (material above students' reading levels) to all grades of students (PreK-12) especially beyond PreK-3; and
 - 5. Collaboration with the school community to encourage support for home to school and school to home literacy connections.

Reading Certificate candidates understand, articulate, and analyze the role of competence and success in motivating students toward more proficient literacy and know how and why to promote a wide variety of purposes for engaging in literacy.

Reading Certificate candidates understand, articulate, and analyze the need for student access to a well equipped school and classroom library with a rich variety of texts and genre types in both print and digital forms.

- B. Reading and Literacy Specialist Credential candidates have a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of the content in Standard 7A across schools, the district, and the county.

In addition, Credential candidates can:

1. Provide leadership at the school and district levels in developing a climate that fosters literacy for all students, which includes a climate that honors diversity.
2. Provide leadership to educators, parents/guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.
3. Collaborate with the faculty and community to strive for equity in access to and support for literacy inside and outside of school settings.

Standard 8
Planning, Organizing, and Managing Literacy Instruction
Through the Use of Ongoing Assessment

- A. Reading Certificate candidates will:
1. be knowledgeable about state and district frameworks, proficiency standards, and benchmarks;
 2. be able to plan, organize, and manage literacy instruction based on on-going assessment at any level, from individual students through the school site level;
 3. understand, articulate, and analyze the purposes and best practices related to the formative, on-going, and summative assessments of literacy and will use this information to plan, implement, and evaluate interventions; and
 4. plan, implement, and evaluate effective and differentiated instruction to support all students and promote independent and lifelong appreciation of reading and writing for pleasure and information.
- B. Reading and Literacy Specialist Credential candidates have a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of Standard 8A. In addition, the specialist credential candidate has a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of:
1. The research supporting state and district frameworks, proficiency standards, and benchmarks.
 2. The rationale, selection and administration of various assessments.
 3. The technical adequacy of assessments, such as reliability and content and construct validity.
 4. Large-scale assessment designs, state and district assessment designs, state and district frameworks, proficiency standards and benchmarks.
 5. Data analysis to diagnose, monitor and evaluate student progress at individual, group, classroom, grade level, school, and district levels.
 6. The selection of assessment tools that provide for a systemic framework for assessing reading and writing growth of students.
 7. The communication of individual, classroom, school, and state assessment results to a variety of appropriate audiences indicating relevant implications, instructional purposes, and/or accountability.

Standard 9

Word Analysis

- A. Reading Certificate candidates can understand, articulate, administer and analyze options for assessing students with respect to concepts of print, phonological and phonemic awareness, letter recognition, the alphabetic principle, morphology, and phonics in order to provide differentiated instruction for the full range of learners in the classroom.

Reading Certificate candidates can plan, implement, and monitor systematic instruction of word analysis skills and can integrate and reinforce those activities to support the full range of learners.

- B. Reading and Literacy Specialist Credential candidates have a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of Standard 9A.

In addition, the Specialist Credential candidate is familiar with and can interpret, analyze, and critique major theories of word analysis development. The Specialist Credential candidate can:

1. assist teachers district-wide in evaluating word analysis and spelling programs,
2. facilitate the implementation of a systematic word analysis program of instruction across classes, grades, and schools,
3. assist teachers in placing students in established programs, and
4. provide intensive intervention to students with severe reading difficulties, including dyslexia.

Standard 10 Fluency

- A. Reading Certificate candidates will understand, articulate, administer, and analyze options for assessing students (formative, on-going and summative) with respect to accuracy, rate, and prosody in order to provide differentiated instruction for the full range of learners in the classroom with respect to their fluency development. The Certificate candidates can understand and communicate how fluency development for English learners can differ from the fluency development of native English speakers.

Reading Certificate candidates can plan, implement, and monitor systematic instruction and reinforcing activities with wide, broad reading in a variety of genres.

- B. Reading and Literacy Specialist Credential candidates have a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of Standard 10A.

In addition, the Credential candidates can develop, select, implement, and evaluate (at a school and district levels) formal, informal, and ongoing assessments for gauging fluency development, including the use of ongoing diagnostic teaching. The Credential candidates can develop, select, implement, and evaluate (at the school and district levels) materials and strategies for effective fluency development. Credential candidates can support and collaborate with educators on the planning and implementation of effective fluency development strategies, including strategies for motivating students, based on the analysis and synthesis of fluency assessments.

Standard 11
Language Acquisition, Vocabulary, Academic Language, and
Background Knowledge

- A. Reading Certificate candidates will understand, articulate, administer, and analyze options for assessing students (formative, on-going, and summative) with respect to language acquisition, vocabulary, academic language, and background knowledge.

Reading Certificate candidates will plan, implement, and monitor:

- instruction for developing the full range of learners' knowledge of language, language structures, and conventions in both oral and written language;
- systematic instruction and reinforcing activities that promote word consciousness and develop word learning skills, including morphology, using context and reference materials, listening comprehension, wide reading, and direct teaching of specific words.

Reading Certificate candidates will understand, articulate, and analyze the significant roles of family, culture, and community in students' language acquisition, vocabulary, academic language, and background knowledge development and can use this knowledge to plan and teach effective lessons that honor and capitalize on students' diversities.

- B. Reading and Literacy Specialist Credential candidates will have a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of Standard 11A.

In addition, Credential candidates can collaborate with, support, and provide leadership to school personnel in selecting, using and interpreting assessments at the grade, department, school, program, and district level, and in selecting, adapting, implementing, and analyzing the effectiveness of curricular materials and programs at the grade, department, school, program, and district levels to promote development of language acquisition, vocabulary, academic language, and background knowledge.

Standard 12
Comprehension

- A. Reading Certificate candidates will understand, articulate, administer, and analyze options for assessing students (formative, on-going, and summative) with respect to reading comprehension, including literal, inferential, and evaluative comprehension of narrative and expository texts.

Reading Certificate candidates can plan, implement, and monitor systematic instruction and reinforcing activities that effectively promote:

- the full range of students' comprehension and analysis of narrative and expository texts;
- the development of literary response skills in oral and written formats;
- students' study skills and research skills; and
- students' independent reading comprehension.

- B. Reading and Literacy Specialist Credential candidates will have a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of Standard 12A, and can apply foundational knowledge at the individual, class, school, program, or district levels.

In addition, Credential candidates can collaborate with, support, and provide leadership to school personnel in analyzing, adapting, enhancing, implementing, and evaluating assessments and curricular materials regarding their effectiveness in promoting vocabulary and comprehension among students, classes, content areas, grade levels, and the district. Credential candidates can support, and collaborate with others to support coordinated vocabulary instruction across grades, schools and districts, and to promote growth in literacy for all students using a variety of different approaches, including the promotion of reading for pleasure and learning.

Standard 13

Writing

- A. Reading Certificate candidates will understand, articulate, administer, and analyze options for assessing students (formative, on-going, and summative) with respect to spelling and writing development. Certificate candidates will understand and articulate that spelling is developmental, that there is a reciprocal relationship among writing, reading, speaking and listening, and that linguistic and cultural diversity impact spelling and writing development.

Reading Certificate candidates can plan, implement, and monitor systematic instruction and reinforcing activities for writing strategies and writing applications according to grade level standards and across genres.

- B. Reading and Literacy Specialist Credential candidates will have a richer, deeper, and more extensive knowledge of, and can synthesize, evaluate, and support others' understandings of Standard 13A, and can apply foundational knowledge to the individual, class, school, program, or district levels.

In addition, Credential candidates can collaborate with, coach, and provide leadership to school personnel in selecting, using and interpreting spelling and writing assessments at the grade, department, school, program, and district level, and in selecting, adapting, implementing, and analyzing the effectiveness of curricular materials and programs at the grade, department, school, program, and district levels.

Standard 14

Professional Development

- A. Reading Certificate candidates will demonstrate readiness to:
1. Conduct professional study groups for teachers and paraprofessionals.
 2. Communicate effectively with students, parents, colleagues, and the community concerning all aspects of literacy (assessment, instruction, curriculum, materials).
 3. Advocate for policies that promote effective literacy instruction and practice.
 4. Assist teachers and paraprofessionals in developing and implementing personal professional development plans.
- B. Reading and Literacy Specialist Credential candidates will:
1. Plan, implement, and evaluate professional development efforts at the grade, department, school, program, and district levels.
 2. Demonstrate knowledge of theories and research related to professional development.

3. Work with teachers and paraprofessionals to establish goals and to improve practice based on professional reflection.
4. Collaborate with teachers and administrators to design, implement, and evaluate action research projects.

Appendix B

Reading Certificate and Reading and Language Arts Specialist Credential Standards Advisory Panel

Name	Organizational Affiliation
Barbara Bartholomew	CSU Bakersfield
Federica B. Breuer	Piedmont Unified School District and Mills College
Bernard “Barney” Bricmont	Live Oaks Elementary School District
Susan Brown	Yucaipa-Calimesa Jt. Unified School District
Nancy Brynelson	California State University
Martha Beetley	Davis Joint Unified School District
Sandra Ceja	San Diego County Office of Education
Barbara Gallier	Whittier Union High School District
Mary Hall	Los Angeles Unified School District
Lacy Metcalfe	Carlsbad Unified School District
Mary Kay Moskal	St. Mary’s College
Robert Perry	Los Angeles Unified School District
Gary Ravani	Petaluma
John Shefelbine	CSU Sacramento
Yukko Uchikoshi	University of California
Geri Mohler	California Department of Education

Appendix C

Standards of Program Quality and Effectiveness for the Reading Certificate and the Reading and Language Arts Specialist Credential

(1999)

Two-Level Structure of the Credential Standards

The topics listed below do not necessarily denote separate courses within the Reading Certificate and Reading and Language Arts Specialist Credential Programs. The topical components will often serve candidates best when they are integrated thematically and effectively throughout the program.

Part A: For Completion of the Reading Certificate
(12-16 Semester Units: First Half of the Certificate-Specialist Program)

Category 1: Program Design and Curriculum Standards

- (1) Program Design, Rationale and Coordination
- (2) Fluent Reading
- (3) Comprehension and Study Strategies
- (4) Planning and Delivery of Instruction Based on Assessment
- (5) Intervention Strategies at Both Early and Intermediate Levels of Reading
- (6) Areas of Study Related to Reading and Language Arts: Certificate Level

Category 2: Field Experience Standard

- (7) Application and Reinforcement Through Field Experiences

Category 3: Standards of Candidate Competence and Performance

- (8) Application of Research-Based and Theoretical Foundations
- (9) Curriculum and Instructional Practices
- (10) Crosscultural Practices
- (11) Assessment, Evaluation, and Instruction

**Part B: For Completion of the Reading and
Language Arts Specialist Credential**

(In Addition to All of the Above Studies)

(12-16 Semester Units: Second Half of the Certificate-Specialist Program)

Category 4: Program Design and Curriculum Standards

- (12) Leadership and Professional Development
- (13) Research and Evaluation Methodology
- (14) Areas of Study Related to Reading and Language Arts: Specialist Level
- (15) Preparation for Meeting the Reading Needs of All Students

Category 5: Field Experience Standard

- (16) Advanced Clinical Experiences

Category 6: Standards of Candidate Competence and Performance

- (17) Professional Leadership
- (18) Analysis and Application of Research and Evaluation
- (19) Advanced Professional Perspective
- (20) Meeting the Reading Needs of All Students

Part A

Standards of Quality and Effectiveness for the Reading Certificate

- Category 1: Program Design and Curriculum Standards**
- Category 2: Field Experience Standard**
- Category 3: Standards of Candidate Competence and Performance**

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program's organizational structure in forming a logical sequence among the instructional components of teacher education, such as skill and content preparation, pedagogical instruction, and field experiences, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- How effective is the coordination between the program's faculty and staff; between the education unit and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences?
- How well does the overall design of the program ensure consistency between a stated rationale that has a sound theoretical and scholarly basis, and relevancy to the contemporary conditions of schooling (such as recent demographic changes)?

Standard 2

Developing Fluent Reading

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction in: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

Rationale

An understanding of the relationship between beginning reading skills, extensive opportunities to practice those skills and to incorporate them into the overall reading process as it relates to the development of fluent readers at all grade levels is essential to leaders in the field of reading and language arts.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program provide candidates with the knowledge and skills necessary to provide extensive and effective reading and writing practice for students, including reading in connected texts and reinforcing that reading through writing experiences?
- How effective are the experiences that develop candidates' abilities to teach skills and strategies that contribute to independent reading and writing? Consider the following:
 - Phonemic awareness.
 - Linguistics, including the phonological/morphological structure of the English language.
 - Transfer strategies from primary language reading skills into English language reading skills.
 - Instructional strategies and materials appropriate for struggling readers.
 - Decoding/word attack strategies, including systematic instruction in sound-symbol relationships.
 - Spelling instruction.
- How effective are opportunities for candidates to develop advanced skills and in-depth knowledge for helping students become strategic, independent, and fluent readers and writers?

Standard 3

Comprehension and Study Strategies

The program provides each candidate with current research-based skills and knowledge about reading comprehension, including foundational skills in academic language, background knowledge, concept formation, and vocabulary development. The program provides candidates with skills and knowledge related to the teaching of comprehension strategies such as text analysis (both narrative and expository text structure); thinking and study strategies (such as inference, summarization, predicting, questioning and clarifying); and independent reading of high quality books.

Rationale

A thorough understanding of the importance of the development of comprehension skills and of instructional methods for increasing comprehension ability in students is essential for leaders in the field of reading and language arts. These leaders must be able to aid in the application of comprehension skills to the development of effective study strategies.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program's coursework increase candidates' pedagogical content knowledge in the following areas?
 - Extensive experience developing listening and reading comprehension skills

- using high quality and multicultural literature and informational text.
 - Creating an understanding of the nature, uses, and development of academic language and background knowledge and its role in reading comprehension and writing.
 - Emphasizing the critical role of vocabulary concept development.
 - Scaffolding strategies which assist English language learners with comprehension.
- Is the program's coursework effective in addressing comprehension strategies such as text analysis and narrative and expository text structure?
- Does the program coursework include effective instruction in the development of thinking strategies?
- Does the program coursework include effective instruction in the teaching of comprehension and study strategies such as inference, summarization, predicting, questioning and clarifying?
- Does the program provide coursework on research, teaching strategies, and motivational strategies related to independent reading of high quality books?
- How effectively does the program provide candidates with the skills necessary to apply their knowledge of literature and expository text for children and adolescents to improve comprehension strategies?

Standard 4

Planning and Delivery of Reading Instruction Based on Assessment

The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners. Each candidate masters the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Instruction in the program includes extensive candidate experience in the assessment and evaluation of student reading and writing, and emphasizes the relationship between assessment and instruction.

Rationale

Assessment is a link between the students and the instructional program. Thus, the delivery of a reading and writing curriculum for students who are proficient, students who are English language learners, and students with reading difficulties must have as its basis effective assessment and evaluation.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program provide candidates with a knowledge base for selection, appropriate use, and interpretation of formal and informal measures of students' reading and writing levels as well as specific instructional needs?
- Does the program provide a knowledge base that allows candidates to consider the student's English language skills as part of the assessment process?
- Are candidates given effective opportunities to develop skills for communicating

assessment results to teachers, administrators, school board members, parents, and students?

- How effective is the program in providing candidates with skills for aligning instructional strategies, materials, and programs (including strong intervention programs) with assessment results?
- Does the program provide candidates with strong skills to apply assessment tools and provide teaching opportunities through instructional technology?

Standard 5

Intervention Strategies at Early and Intermediate Reading Levels

The program provides each candidate with knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The program focuses on research-based intervention models that are effective at early and intermediate reading levels.

Rationale

Successful intervention is the key to helping struggling readers build the reading and writing skills necessary for school success. A thorough understanding of the appropriate use of intervention models and strategies both in and outside of the classroom is essential for leaders in the field of reading and language arts.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program in providing skills for candidates to deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students?
- Does the program provide candidates with research-based knowledge, skills, and experience in the alignment of reading and writing intervention models and strategies with on-going assessment results?
- Does the program provide candidates with research-based knowledge, skills, and experience in the effective use of curriculum and instructional approaches for students who are experiencing difficulties becoming readers? Consider the following:
 - the use and management of flexible grouping in the classroom
 - small group and one-on-one tutoring techniques
 - the use of technology as an instructional tool
 - working with students and families to support the reading acquisition process
 - scaffolding strategies which assist students with comprehension difficulties
 - curricula approaches and instructional intervention strategies, including comprehension and text analysis, that are appropriate for older students who are struggling readers
- Does the program provide candidates with a strong knowledge base for the selection and appropriate use of formal and informal measures of student knowledge and abilities, progress, and achievement, as well as specific areas of difficulty?

Standard 6

Areas of Study Related to Reading and Language Arts: Certificate Level

In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Rationale

An effective Reading Certificate holder must develop an understanding of the research in areas related to reading and language arts and its implications for evaluating student progress and making instructional decisions.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program emphasize methodologically-sound research and provide extensive experience in instructional uses of the following:
 - Models of balanced comprehensive literacy instruction.
 - Reading and writing skills and strategies for speakers of non-standard English and English language learners.
 - Understanding and respecting individual differences including ethnic, cultural, gender, linguistic, and socio-economic differences.
 - Comprehension strategies and literature components including strategies to promote and guide pupil independent reading.
 - The use of oral language in a variety of formal and informal settings.
 - Attention to the development of strategies for writing, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.
 - The linguistic structure of the English language including phonology, morphology, and orthography.
 - Uses of examining the development of student's spelling and of providing strategies that develop spelling skills.
- In the program, how effective is instruction in the psychological and sociolinguistic aspects of reading and writing?
- Do candidates have sufficient opportunities to examine and demonstrate knowledge about relationships among theory, research, practice, and decision-making in the field of reading and language arts education?

Category 2: Field Experience Standard

Standard 7

Application and Reinforcement Through Field Experiences

Each candidate in the program completes field experiences that relate to the candidate's professional goals; enable the candidate to integrate theory and practice; include work with beginning readers, English language learners, and students with reading difficulties; and provide opportunities to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. In the fieldwork, each candidate practices the assessment of struggling readers at both early and intermediate levels of reading acquisition, and the tutoring or small-group instruction of struggling readers at two or more reading levels, including the nonreader level and one or more higher levels. The program places candidates at field sites where the instructional approaches and methods are consistent with a balanced comprehensive program of reading and language arts instruction. Institutional faculty and field-site faculty collaborate in program design and implementation.

Rationale

Individualized field experiences enable each candidate to demonstrate proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Is the program effective in providing a planned sequence of field activities that include: the direct and meaningful application of theories and principles that are taught in the program; and opportunities for candidates to analyze and evaluate their experiences on the basis of these theories and principles.
- Are all participants in the field component well oriented to program goals, purposes, expectations and evaluation procedures?
- Are the field settings diverse and do they provide sufficient experiences with English language learners, beginning readers, and students with reading difficulties?
- Are the field experiences appropriate for the candidates and for attainment of program goals?
- How well does the program provide candidates with ongoing guidance, assistance, and feedback that encompass all of the Standards of Candidate Competence and Performance?
- How carefully does the program document each candidate's performance and her/his attainment of all Standards of Candidate Competence and Performance with the use of multiple measures?

Category 3: Standards of Candidate Competence and Performance

Standard 8

Application of Research-Based and Theoretical Foundations

Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.

Rationale

Reading Certificate level professionals must be able to identify, apply, and communicate the research and theory on which their instructional practices are based.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to communicate the research-based and theoretical foundations on which their instructional decisions and practices are based to administrators, colleagues, students, and parents?
- Are candidates effective in developing assessment plans and instructional plans based on knowledge of methodologically-sound research and theory that focus on helping students to become strategic, independent and fluent readers and writers?
- How effective is the program in preparing candidates to develop plans based on knowledge of research and theory that focuses on helping students to comprehend literature and informational text?
- Are candidates well prepared to develop plans based on knowledge of research and effective practice pertaining to the integration of specialized curriculum and instruction for struggling readers with ongoing instruction in the classroom?

Standard 9

Curriculum and Instructional Practices

Each candidate demonstrates effective instructional practices and intervention models and strategies in reading and language arts instruction for English speakers and English learners. Each candidate demonstrates a thorough understanding of the research basis and theoretical foundations for alternative instructional practices and intervention models and strategies, and of fundamental issues related to these professional practices.

Rationale

Reading Certificate professionals should practice reading and language arts and intervention strategies that are solidly based on research and theoretical foundations.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to provide quality instruction in varied settings

which may include a reading resource room, tutoring, and a regular classroom working with a total class, a small group, or an individual student?

- Do candidates demonstrate knowledge and ability to establish productive learning environments where all students are respected?
- How well do candidates demonstrate the ability to implement instructional strategies that foster language acquisition?
- Are candidates well prepared to make appropriate selections and uses of instructional resources?
- Are candidates well prepared to utilize teaching strategies that provide equal access for all students to an excellent reading and language arts curriculum?
- Do candidates demonstrate extensive knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including broad knowledge of programs and materials?
- Are candidates well prepared to fulfill school-site-level leadership roles in the area of reading and language arts?

Standard 10

Crosscultural Practices

Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.

Rationale

The Reading Certificate level professional must be able to establish and maintain relationships with all students. In addition, these professionals must be able to assist other teachers, administrators, and personnel in understanding the reading and language arts needs of a diverse population.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates consistently demonstrate knowledge, awareness, respect and understanding for cultural and linguistic diversity? Consider the following:
 - Teaching strategies, including knowledge of language and reading transfer issues from primary language instruction.
 - Literature which reflects students' language and cultural background.
 - Assessment and evaluation techniques.
- How well do candidates demonstrate an understanding of and sensitivity to home and community literacy practices?
- Do candidates demonstrate effective strategies for working with students and families to support the reading acquisition process?

Standard 11

Assessment, Evaluation, and Instruction

Each candidate demonstrates the ability to assess and evaluate students' needs, abilities and achievement by using a variety of measures: formal and informal; individual and group. Each candidate demonstrates the ability to apply what is learned through assessment and evaluation to the development and delivery of appropriate instruction in reading and language arts.

Rationale

Appropriate instruction for each student should be based on accurate information about the students' needs, abilities and achievement level. The Reading Certificate level professional must possess the skills and ability to accurately assess and evaluate each students' reading and language arts skills and to provide appropriate and meaningful instruction based on the knowledge gained from the assessment.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to evaluate, construct, select and use a variety of measures to identify and assess student competencies, needs, skills and abilities, progress, achievement, interests and attitudes, and to identify important new content for students to learn?
- Do candidates demonstrate the ability to use a variety of methods and technologies to assess and evaluate students, and to align instructional strategies, materials, and programs with assessment results?
- Do candidates demonstrate effectiveness in evaluating and selecting appropriate teaching strategies to assure the development of students' knowledge and skills based on the results of assessments?
- How well do candidates demonstrate the knowledge and skill needed to align reading intervention strategies with ongoing assessment results?
- Are candidates prepared to effectively communicate assessment results and the rationale for instructional decisions to teachers, administrators, parents, and students?

Part B

Standards of Quality and Effectiveness for the Reading and Language Arts Specialist Credential

(In Addition to All Program Standards for the Reading Certificate)

- Category 4: Program Design and Curriculum Standards**
- Category 5: Field Experience Standard**
- Category 6: Standards of Candidate Competence and Performance**

Reading and Language Arts Specialist Credential

Category 4: Program Design and Curriculum Standards

Standard 12

Leadership Skills and Professional Development

The program provides in-depth knowledge, skills and experiences that enable each candidate to develop an advanced professional perspective on reading and language arts curriculum, instruction and assessment. The program provides specialized activities and effective experiences that promote leadership skills and foster the ongoing professional development of all candidates.

Rationale

The role of the Reading and Language Arts Specialist encompasses teaching, resource, and leadership responsibilities. Candidates completing the program must be prepared to work with students and their families, teachers, administrators, allied professionals, district/county office personnel, school board members, and community members.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program in providing knowledge, skills, and experience for candidates to implement and evaluate reading and language arts programs?
- How productive is the program in fostering the school-site leadership responsibilities of reading and language arts specialists, particularly for modifying curriculum based on program evaluation results?
- Does the program provide extensive resources for and opportunities to work constructively with students, peers, parents, administrators, allied professionals, district/county office personnel, school board members, and community members?
- Does the program help candidates to become effective in providing professional leadership through the planning, presentation, and evaluation of in-service programs and other staff development activities for teachers?
- Does the program help candidates to gain knowledge, skills, and experience in modeling effective teaching strategies for teachers and colleagues?
- Does the program encourage candidates to participate in professional activities and organizations relating to ongoing professional development?
- Is the program effective in providing skills and knowledge so candidates can use appropriate resources, including computer and video technologies?
- Does the program consistently encourage candidates and provide knowledge for them to remain current with methodologically-sound research and its application to classroom practice?

Standard 13

Research and Evaluation Methodology

The program provides knowledge and skills in research design and methodology that enable each candidate to understand emerging findings in the literature related to literacy education. The program provides focused knowledge and skills in local program

evaluation methods that enable the candidate to generate reliable information about local program strengths, weaknesses, and effects.

Rationale

An understanding of research methodology is an essential component of leadership skills. The ability to analyze existing programs, implement change on the basis of that analysis and to critically examine the research and program recommendations of others in the field is an invaluable aid in the decision-making and leadership process.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Are candidates given multiple opportunities to understand and demonstrate knowledge of relationships among theory, research, and practice?
- Are candidates given the sufficient opportunities to acquire skills in program evaluation methodology so candidates are able to generate needed information about program strengths, weaknesses, and overall success?
- Does the program foster a knowledge base that provides for the analysis of current research in reading and language arts, and relates research findings to the analysis of programs and materials for local decision-making purposes?
- How well are candidates prepared to develop research-based needs assessments for school-site and district-wide reading and language arts curriculum decisions?

Standard 14

Areas of Study Related to Reading and Language Arts: Specialist Level

Through critical examination of sound research and theoretical literature, each candidate in the program acquires an advanced professional perspective about how students learn to read; the structure of the English language, including phonology, morphology, and orthography; relationships between language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Rationale

An effective Reading and Language Arts Specialist must develop an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program emphasize a critical examination of research and provide extensive experience in instructional applications? Consider the following:
 - Models of balanced comprehensive literacy instruction.
 - Comprehension strategies and literature components including methods to

- encourage pupil independent reading.
- The use of oral language in a variety of formal and informal settings.
- Attention to the development of strategies for writing, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.
- Vocabulary, background knowledge, and analysis of text structure.
- The linguistic structure of the English language including phonology, morphology, and orthography.
- Uses of examining the development of student's spelling and of providing strategies that develop spelling skills.
- How well does the program foster clear understanding of the psychological and sociolinguistic aspects of reading and writing? Consider the following:
 - perception, memory, concept development, reasoning, and problem solving; and
 - the role and process of student engagement in reading and writing.
- Are candidates given extensive opportunities to examine, understand and demonstrate knowledge of relationships among theory, research, practice, and decision-making?
- Do candidates have sufficient opportunities to practice consultation and interpersonal communication skills?

Standard 15

Preparation for Meeting the Reading and Writing Needs of All Students

The program provides theoretical and research-based skills and knowledge about how children from a variety of socio-cultural and linguistic backgrounds become proficient readers. Within this context, the program includes study and instruction in the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

Rationale

Effective leaders in the area of reading and language arts instruction must be prepared to adapt and apply programs, curriculum, assessment, and instructional approaches to meet the needs of all students.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Is the program effective in fostering knowledge, skills, and experience in recognizing individual differences (including ethnic, cultural, gender, linguistic, and socio-economic differences) and their relationship to reading acquisition? Consider the following:
 - Transfer strategies from primary language reading skills into English language reading skills.
 - Reading and writing skills and strategies for speakers of non-standard English and English language learners.
 - Scaffolding strategies which assist English language learners with comprehension.
 - Teaching strategies that allow for individual differences.
- Are candidates given sufficient opportunities to develop knowledge about psychological, sociolinguistic, and cultural factors in literacy acquisition?

Consider the following:

- Understanding of how culture and socio-economic factors influence socialization including beliefs and behaviors.
- Cognition, affect, and motivation and the relationship to reading.
- Cultural and socio-economic communication factors within the home and community and their relationship to literacy acquisition.
- Knowledge and strategies to modify and adapt instructional content practices and curriculum to ensure optimal reading acquisition.
- Familiarity with literature that reflects the multicultural population in California.
- How well does the program provide candidates with knowledge, skills, and experience in the use of intervention strategies that accelerate the reading progress of struggling readers?
- Is the program effective in providing candidates with knowledge, skills, and experience in selecting, designing and implementing intervention programs for students with reading disabilities?
- Does the program provide candidates with knowledge, skills, and experience in the effective use of curriculum and instructional approaches that support the continued progress of students who gain reading skills with ease?

Category 5: Field Experience Standard

Standard 16

Advanced Clinical Experiences

Each candidate in the program completes advanced clinical experiences that relate to the candidate's professional goals, enable the candidate to integrate theory and practice, and provide opportunities for the candidate to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. At the Reading and Language Arts Specialist level, clinical activities include intensive work with beginning readers and in-depth experience with students who have severe reading difficulties. The program places candidates where the clinical approaches and methods are consistent with a balanced, comprehensive program of literacy and language education. Institutional faculty and clinical faculty collaborate in program design and implementation.

Rationale

Individualized clinical experiences enable each candidate to demonstrate an advanced level of proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program include a planned sequence of advanced clinical activities? Consider the following:
 - the direct and meaningful application of theories and principles that are taught in the program; and
 - opportunities for candidates to analyze and evaluate the experience on the basis of

these theories and principles.

- Are all participants in the clinical experience well-oriented to program goals, purposes, expectations and evaluation procedures?
- Are the clinical activities sufficiently intensive? Do they include extensive experience diagnosing and teaching students at the beginning reading level and students with severe reading difficulties?
- Are the clinical experiences appropriate for each candidate and for the attainment of program goals?
- Is the program effective in providing candidates with ongoing guidance, assistance, and feedback that encompass all of the Standards of Candidate Competence and Performance?
- How carefully does the program document each candidate's performance and her/his attainment of all Standards of Candidate Competence and Performance with the use of multiple measures?

Category 6: Standards of Candidate Competence and Performance

Standard 17 Professional Leadership

Each candidate demonstrates skills and knowledge that are needed to provide effective leadership in making program, curriculum, instructional and intervention decisions, and in providing successful staff development to assure the effective implementation of those decisions.

Rationale

Reading and Language Arts Specialists should be prepared to provide site-level and district-level leadership in both programmatic and staff development areas to assure cohesive and effective reading and language arts instruction.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Are candidates well prepared to design, implement and evaluate reading and language arts programs?
- Are candidates equipped to modify curriculum based on program evaluation?
- Are candidates prepared to be effective in communicating the rationale for program and instructional decisions to students, peers, parents, administrators, allied professionals, district/county office personnel, school board members, and community members?
- Are candidates well prepared to provide professional leadership through the planning, presentation, and evaluation of in-service programs and other staff development activities for teachers?
- Do candidates consistently demonstrate skill and knowledge in modeling effective teaching strategies for teachers and colleagues?
- Do candidates demonstrate a commitment to ongoing personal professional development and to remaining current with research and its application to classroom practices?
- Do candidates demonstrate knowledge about and the ability to access appropriate

resources, including computer and video technologies?

Standard 18

Analysis and Application of Research and Evaluation

Each candidate demonstrates the effective use of research as a basis for the analysis of program strengths, weaknesses, and overall success. Each candidate learns to analyze and apply current research in reading and language arts, and to evaluate instructional programs and published materials for decision-making purposes.

Rationale

Reading and Language Arts Specialists are responsible for program and curriculum decisions at school-site and district levels and should have the ability to base their decisions upon the critical analysis and practical application of research.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effectively do candidates demonstrate the ability to communicate relationships among theory, research, and practice, and to apply that knowledge for decision-making purposes?
- Do candidates demonstrate skill in using research designs and methodologies for generating needed information about program strengths, weaknesses and overall success?
- Do candidates demonstrate the ability to develop research-based needs assessments for school-site and district-wide reading and language arts curriculum?

Standard 19

Advanced Professional Perspective

Each candidate demonstrates advanced understanding and application of effective reading and language arts instruction, intervention, curriculum and program planning. Each candidate acquires an in-depth knowledge and understanding of specialized areas of study that influence and affect teaching and learning in the field of reading and language arts including, but not limited to, the structure of the English language and the sociolinguistic and psycholinguistic foundations of professional practice.

Rationale

An effective Reading and Language Arts Specialist must have an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to examine research critically, and to use the results of that examination for instructional applications?
- Do candidates demonstrate extensive knowledge of psychological and sociolinguistic aspects of reading and writing?
- Do candidates demonstrate a clear understanding of relationships among theory, research, practice, and decision-making?
- Do candidates demonstrate deep knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including a broad and in-depth knowledge of instructional programs and specialized materials?
- Do candidates demonstrate effective consultation and interpersonal communication skills?

Standard 20
Meeting the Reading and Writing Needs of All Students

Each candidate demonstrates research-based knowledge and in-depth understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read. Within this context, each candidate demonstrates a strong understanding of the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

Rationale

Effective leaders in the area of reading and language arts instruction must be able to adapt and apply programs, curriculum, and instructional approaches to meet the needs of all students.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate effective skills and extensive knowledge related to individual differences and their roles in reading acquisition?
- Do candidates demonstrate in-depth knowledge of psychological and cultural factors in language acquisition?
- How well do candidates demonstrate skills and knowledge related to effective intervention programs for students with severe reading difficulties?
- How well do candidates demonstrate skills and knowledge related to the effective use of curriculum and instructional approaches that support the continued progress of students who gain reading skills with ease?